

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 340 (001) – Social and Cultural Issues in Physical Education
3 Credits, Spring 2024
Hybrid - Wednesday 1:30-2:45pm
Virtual (asynchronous) Monday. Wednesday in person. RAC 2203

Faculty

Name: Risto Marttinen Ed.D
Office hours: Via Zoom by appointment or Wednesday after class (2:45-3:45)
Office location: RAC, Military Science Suite 2109
Office phone: 703-993-7109
Email address: rmartin@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Studies contemporary and historical perspectives on socio-cultural and philosophical issues that influence American public schooling and physical education teacher preparation, including race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, obesity, and urbanization.

Course Overview

This course is focused on providing future physical education teachers with the opportunity to reflect on and understand how various social and cultural issues (e.g. race, culture, ethnicity, nationality, globalization, socioeconomic status, gender, sexuality, ability, and urbanization) affect the schooling and physical education experiences of youth. As a result of this course teachers will have a foundational understanding and conceptual template from which to develop and refine their teaching and curriculum so as to provide learning experiences that are safe, equitable, and meaningful to *all students*, especially those who have been previously and/or are currently marginalized.

This course fulfills the Writing Intensive requirement in the PHED major. It does so through the 1000-word paper on one's personal, social, and cultural biography paper; the 1000-word philosophical platform; and the 2500-word final case studies project. All papers will be completed through a draft/feedback/revision process to be explained on outlines provided in class and posted to Blackboard.

Course Delivery Method

This course will be delivered using a variety of methods including, lectures, on-line discussions, podcasts, and virtual discussions.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain the role of social philosophy in learning and teaching.
2. Identify and articulate their personal philosophy for education and physical education.
3. Describe the history of the United States, and Northern Virginia area, and study how it affects students and teachers in schools.
4. Discuss the many facets of culturally responsive teaching.
5. Explain gender as a social category, and how it functions in school.
6. Describe how issues of sexuality influence the school experiences of gay/lesbian as well as straight students and teachers.
7. Explain diverse learners, parents, and communities.

8. Identify classist, racist, sexist, and other oppressive practices in public schooling, and devise strategies for working against those practices to create safe, equitable, and empowering classrooms for all children.
9. Reflect on their past and describe how it influences their perspectives on the world.

Learning Outcomes of the WI Course

- **Writing-to-Learn:** students will use informal or formal writing in ways that deepen their awareness of the field of study and its subject matter.
- **Writing-to-Communicate:** students will compose one or more written genres specific to the field of study in order to communicate key ideas tailored to specific audiences and purposes; genres may be academic, public, or professional.
- **Writing-as-a-process:** students will draft and revise written works based on feedback they receive from instructors and peers, using strategies appropriate to the genre, audience, and purpose.

Professional Standards

Upon completion of this course, students will meet the following professional standards:

SHAPE America Standards

Standard #6: Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

InTasc Standards

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Virginia's Cultural Competency Domains

Domain I: Culturally Competent Self-Reflection

Domain II: Culturally Competent Pedagogy and Practice

Domain III: Culturally Competent Learning Environments

Domain IV: Culturally Competent Community Engagement

Read more here:

https://townhall.virginia.gov/GetFile.cfm?File=C:%5CTownHall%5Cdocroot%5CGuidanceDocs%5C201%5CGDoc_DOE_7147_v1.pdf

Required Texts

None

Readings provided by instructor located on Blackboard. Alternatively, we will utilize podcasts and videos to engage in current issues.

Suggested texts

Sensoy, D., & DiAngelo, R. (2017). *Is Everyone Really Equal: An Introduction to Key Concepts in Social Justice Education* (2nd ed). Teachers College Press.

Flory, S. B., Tischler, A., & Sanders, S. (2014). *Sociocultural Issues in Physical Education*. Rowman & Littlefield Publishers, Inc.

Walton-Fisette, J., Sutherland, S., & Hill, J. *Teaching about social justice issues in physical education*. Information Age Publishing (ISBN-13: 978-1641137201; ISBN-10: 1641137207)

Course Performance Evaluation

- ✓ Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (BB), hard copy).
- ✓ Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments.
- ✓ Assignments must be turned in by the due date and time. Assignment turned in within 48 hours past the due date will receive 50% of their value. No credit will be given beyond this time frame unless previously discussed with the professor.

Assignments and/or Examinations

1. Personal Social and Cultural Biography Paper (1000 words) – 15%

Students will spend time critically reflecting on their personal biography through the lens of their own social and cultural positionalities, and how socialization in these ways has and continues to inform their views with respect to a career as a physical educator.

2. Midterm Philosophical Platform (1000 words) – 15%

Students will create a philosophical platform covering the content of the course readings, podcasts, and videos at the halfway point in the course. Building from their social and cultural biography, students will contemplate and discuss how course readings and discussions, to this point, are informing their views as to what it means to be a socially conscious physical educator. This assignment will be built on reflection papers that will get feedback from the instructor. Multiple drafts will be submitted and re-submitted to the instructor and/or peers for feedback.

3. Final Case Studies Project (2500 words) – 30%

Students will be given directions for the final case studies project at the midpoint in the semester. Students will have five weeks to submit responses to three case studies, and two weeks to integrate professor feedback for the final submission which includes five case study responses. Building from the personal social and cultural biography paper, the midterm philosophical platform, and further course reading, discussion, and activities, students will more fully develop responses to scenarios and explain how they will conduct their work as a socially conscious physical educator. This assignment will be built on reflection papers that will get feedback from the instructor. Multiple drafts will be submitted and re-submitted to the instructor and/or peers for feedback.

*All assignments will be explained in further detail in assignment overviews provided by the instructor.

4. Weekly reflections and assignments – 40% (3 Reflections @ 10% each and 10% for weekly discussion boards, quizzes, reading preparation and engagement in discussions)

- **Other Requirements**

Attendance

In accordance with the George Mason University Attendance Policies (University catalog, AP.1.6 Attendance Policies), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used:

- Two (1) absence is permitted
- Two (2) “tardies”* = 1 absence
- Two (2) “early departures”* = 1 absence
- 3-5 absences = 15 % points
- 6 absences or more = 20 % points

*Attendance is taken at 1:30 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

Course Performance Evaluation:

Personal Biography Paper	15%
Midterm Philosophical Platform	15%
Final Case Studies Project	30%
Weekly reflections and assignments	<u>40%</u>
	100%

Grading Policies

93 - 100% = A	90 - 92.9% = A-	
87 - 89.9% = B+	83 - 86.9% = B	80 - 82.9% = B-
77 - 79.9% = C+	73 - 76.9% = C	70 - 72.9% = C-
67 - 69.9% = D+	63 - 66.9% = D	60 - 62.9% = D-
< 59.9% = F		

Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times. Please see: <https://cehd.gmu.edu/students/policies-procedures/> for more information.

Knowing the policies and procedures for the University and the College are major keys to student success! Some of the key policies and procedures that you need to know are highlighted in this section. The University Catalog and the Office of the University Registrar are excellent resources for information on topics that are not covered in this section. Students are also encouraged to contact the CEHD Office of Student and Academic Affairs via email at cehdsaa@gmu.edu or phone at 703-993-2080 if you have questions

Class Schedule

Date	Topic	Readings & Assignments Due
Week 1 Jan 16-19	Course introductions and syllabus	Intro to social justice reading SHAPE Blog on Social Justice + explore resources at the bottom Local School District articles by next Monday
Week 2 Jan 22- Jan 26	Explanation of norms in the class Lecture Social Justice and Education	A-Z in social justice papers (Part 1 and 2) <i>Podcast Theory 2: Teacher Socialization w/KARR</i>
Week 3 Jan 29- Feb 2	Gender: Education and PE Watch ‘gender revolution’	<i>Vertinsky (1992) OR Enright & O’Sullivan (2012) OR Robertson & Thomson (2012) (To Be Assigned – TBA)</i> <i>Gender chapter from Oliver & Kirk</i> <i>Episode 140: Masculinity podcast</i>
Week 4 Feb 5-9	Gender: Education and PE Breakout: Gender Case Studies	<i>Bro Culture Blog OR BLOG HPE website (Marttinen et al., 2020)</i> <i>Optional reads: Oliver & Hamzeh (2010) Tischler & McCaughtry (2011) OR Tischler & McCaughtry (2014) OR Flory, Tischler & Sanders (2014) Chapter 2 (TBA)</i>

		<p><i>Podcast Ep 132: gender biased language</i></p> <p>Personal Social and Cultural Biography Paper Due on BB (Wednesday @ 1:30 pm)</p>
<p>Week 5 Feb 12-16</p>	<p>Video: John Corvino (Monday) Sexuality and PE LGBTQ</p> <p>Limerick resources</p>	<p><i>Trout & Graber (2009) OR Odum et al. (2017) (TBA)</i></p> <p><i>Podcast Ep 119: Teaching LGBTQ students</i> <i>Podcast Ep 9: Queer men, affect Dillon Landi</i></p> <p><i>Podcast Ep 32 : Touch in PE w/ Valeria Varea (optional)</i></p> <p>Discuss personal dispositions aspect of class</p>
<p>Week 6 Feb 19-23</p>	<p>Social Class in Education/PE English Language Learners</p>	<p>Optional reads: Carroll et al. (2008) OR Dagkas & Stathi (2007) OR King et al. (2011) (TBA) <i>Flory, Tischler & Sanders (2014) Chapter 5</i></p> <p><i>Podcast Episode 74: ELL w/Desmond Delk</i> Reflection 1 (Social Justice and Education & Gender/Sexuality) due on BB (Wednesday @ 1:30pm) [total 3 entries]</p>
<p>Week 7 Feb 26-Mar 1</p>	<p>Culture/Ethnicity/Urban/Metropolitan PE</p>	<p><i>Flory, Tischler & Sanders (2014) Chapter 10</i> <i>Flory & McCaughtry (2011)</i></p> <p><i>Podcast Ep 3: Urban PE w/ Sara Flory</i> <i>Podcast Ep 99: Urban PE w/ Rapping PE</i></p> <p><i>Show SHAPE America Social Justice Packet so they can see how it all connects.</i></p>
<p>Spring Break Mar 4-8</p>	<p>Spring Break</p>	<p>Spring Break</p>
<p>Week 8 Mar 18-22</p>	<p>Culture/Ethnicity/Urban/Metropolitan PE Native American Immigrants</p>	<p>Suggested: <i>Podcast Ep 47: Indigenous knowledge (or)</i> <i>Indigenous pedagogies Dr. Pipe (111)</i> Midterm – Philosophical Platform due Wednesday 1:30pm [total 5 entries]</p>
<p>Week 9 Mar 25-29</p>	<p>Race and Education Video: Class Divided</p>	<p><i>White privilege knapsack article</i></p> <p><i>Optional reads: Lewis (2001)</i> <i>Horosford (2017)</i> <i>JOPERD – PE and Anti Blackness</i></p> <p><i>Choose one Podcast Ep 52, 59, 61, 101, 108, or 210</i></p>

Week 10 April 1- April 5	Race and Education White Privilege	<i>Choose an article from the list</i> <i>Pick an additional podcast from the list in Week 9</i> Case Studies part 1: Culture, Race, and Urban PE
Week 11 April 8-12	Obesity and PE Fitness Testing/Ability in PE FULLY on-line week (no in-person class Wednesday April 12th) Children of Military Families*	<i>Optional Reads:</i> <i>Li & Rukavina (2012) OR Kahan & McKenzie (2015) (TBA)</i> <i>Wrench & Garrett (2008) OR Jaakkola et al. (2013) (TBA)</i> <i>Evans (2004)</i> <i>Pluim & Gard (2018)</i> <i>Optional Podcast:</i> <i>Podcast Episode 63: Integration w/ Justin Haegele</i> <i>Podcast Episode 14: Intersectionality</i>
Week 12 April 15-19	Retrospective and Public Views of School PE PE in the media	<i>McCullick et al. (2003)</i> <i>Walton Fisette et al. (2017)</i> <i>Box on Jocks Blog</i> Case Studies Part 2: Obesity, Ability, Fitness Testing, Public Schools
Week 13 April 22-26	Curricular Diversity Religion/Muslim (Girls) and School PE	<i>Pick an article from the list</i>
Week 14 April 29- May 3	Social and Emotional Pedagogy Trauma Informed Pedagogy Children of incarcerated parents	<i>SEL in PE Blog</i> <i>CASEL readings</i> <i>Suggested: JOPERD Trauma Informed articles (3)</i> <i>Podcast Ep 159</i>
Week 15	Final May 1 st	Final Case Studies Due May 1st 4:15pm

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy](#) 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.